

POLITICS OF DEVELOPING AREAS
POLSCI 742
Term 2, Winter 2019

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Seminar: Tuesdays, 2:30pm-5:20pm
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Course Description

This seminar examines recent and current political processes (i.e. democratic transition and consolidation) in Africa, Latin America, and other regions in the developing world from a comparative perspective. It assesses whether these processes, shaped as they are by the economic and political changes brought about by the end of the Cold War and the Western-inspired globalization paradigm, can conform to the common sense view that a capitalist economic development and a Western-style democracy are the inevitable path to democratic and stable politics for Third World countries. The course takes on a critical perspective by questioning the relevance of still dominant development strategies, such as Modernization theories and its current neoliberal economic and political correlates, the Dependency school as an untested challenge to modernization theories, and the current and popular post-colonial approach. The discussion around these issues is complemented with an equally critical evaluation of the challenges that gender gains, indigenous mobilization, the decline of analytical categories such as social class and political ideologies, the emergence of religion as an expression of civil society dynamism, and the military establishment's pervasive political influence present to democratic transition processes in the developing world.

Course Objectives

By the end of the course students should be able to develop a comprehensive, systematic, and critical perspective on the strengths and weaknesses of the democratic transition processes taking place in the developing world.

Required Materials and Texts

Required readings are available both in KTH 502 reserve readings folders and online through the use of the McMaster Library. Readings in KTH 502 should not be taken away for more than 2 hours; their prompt return makes possible for other students to access them. Students should also make available to their peers the readings that they will discuss at the class presentations.

Class Format

The course meets once a week, for a 3-hour long seminar. In addition to discussions led by the instructor, there will be class presentations by students. Relevant films may be shown during the term.

Course Evaluation – Overview

1. Seminar Participation - 10%
2. Seminar Presentation - 20%, schedule to be finalized by end of Week 2
3. Research Paper - 30%, due Tuesday, March 26th
4. End-of-term Exam - 40%, during regular seminar hours, Tuesday, April 9th

Course Evaluation – Details

Seminar Participation (10%)

It will be determined by attendance and active involvement in class discussions and feedback to other students' class presentations. Only one absence will not be considered in the determination of the grade for this assignment.

Seminar Presentation (20%)

Students take responsibility for the discussion of one of the weekly topics listed in the course outline, with the instructor's approval. Presentations include (a) making additional readings, if required; (2) summarizing the main points from the corresponding readings; (3) raising questions/issues for discussion; (4) relating the readings to the course's objectives, and (5) answering students' questions. Presentations should be brief, pointed, should not regurgitate readings, and leave enough time for discussion. Presentations by students will start from week 4; the instructor will lead the first 3 weeks of classes.

Research paper (30%), due March 26th

This assignment includes (a) submitting an Outline of the Research by Tuesday January 22, 2019, and (b) submitting the final version of the research paper by Tuesday, March 26, 2019.

End-of-term Examination (40%), in class, April 9th

Answers must include all required readings, and class discussions (both from instructor and student presenters). Exam will be held on April 9 during regular seminar hours.

Weekly Course Schedule and Required Readings

Week 1 (Jan 8) Introduction

Topic: Course introduction: Why, What, and How to study Third World Politics?
Clarification of 'common sense' concepts: democracy, democratization, liberalism, populism, capitalism, and state capitalism. State of the Art in Comparative Politics.

Required readings:

Berger, Mark. 2004. "After the Third World? History, destiny and the fate of Third Worldism," in *Third World Quarterly*, Vol 25, No 1, pp 9–39. (available online)

Haynes, Jeffrey. 2005. "Methodologies and Globalization," in *Comparative Politics in a Globalizing World*. (on reserve)

Randall, Vicky. 2004. "Using and Abusing the Concept of the Third World: Geopolitics and the Comparative Study of Development and Underdevelopment," in *Third World Quarterly*, 25 (1): 41-53. (available online)

Poku, Nana & Jim Whitman. 2011. "Introduction: The Millennium Development Goals: challenges, prospects and opportunities," in *Third World Quarterly*, 32, (1), 2011, pp 3–8. (available online)

Week 2 (Jan 15) Development Studies

Topic: The origins of Development Studies, the failure of development strategies: understanding the resilience of Modernization Theories.

Required readings:

Huntington, Samuel, "The Goals of Development," in his *Understanding Political Development*. (on reserve)

Huntington, Samuel, "The Clash of Civilizations," in *Foreign Affairs*, 72, 3, 1993. (on reserve)

Preston, Peter. 1996. "Decolonization, Cold War and the Construction of Modernization Theory," in his *Development Theory: An Introduction*. (on reserve)

Tucker, Vincent, "The Myth of Development: A Critique of a Eurocentric Discourse," in *Critical Development Theory. Contributions to a New Paradigm*, edited by Ronaldo Munck & Denis O'Hearn. (on reserve)

Week 3 (Jan 22) Development and Underdevelopment

Topic: The Dependency School of Development and Underdevelopment: contributions, limitations, and relevance.

Required readings:

Frank, Andre G. "The development of underdevelopment," (available online; on reserve as well)

Larrain, Jorge. 1994. "Dependence, Unequal Exchange and Underdevelopment," (111-145); "Dependency, Industrialization and Development," (146-174), and "Latin American Dependency and Historical Materialism: A Theoretical Challenge," (175-211), in his *Theories of Development*. (on reserve)

Henfrey, Colin. 1981. "Dependency, Modes of Production, and the Class Analysis of Latin America," in *Latin American Perspectives*, 8:17 (available online).

Munck, Ronaldo, "Deconstructing Development Discourses: of Impasses, Alternatives, and Politics," in *Critical Development Theory: Contributions to a New Paradigm*. (on reserve)

NB: Outline of Research paper is due today.

Week 4 (Jan 29) Colonial Experience

Topic: The Colonial experience as a frustrating development experience. Decolonizing anyone?

Required readings:

Fanon, Frank. 1967. "On Violence", from his *The Wretched of the Earth* (available online at zeroanthropology.net)

Edie, Carlene J. "The African State: Its Colonial Legacy," in *Politics in Africa: A New Beginning?* (on reserve)

Liazu, Claude, "At War with France's Past," in *Le Monde Diplomatique*, June 2005. (on reserve and available online)

Milne, Seumas, "Britain's imperial nostalgia," in *Le Monde Diplomatique*, May 2005. (on reserve and available online)

Week 5 (Feb 5) Post-colonial School

Topic: Post-colonial school. How is it an alternative to development paradigms?

Required readings:

Chibber, Vivek. 2014. "Capitalism, class and universalism: Escaping the cul-de-sac of postcolonial theory," in *Socialist Register 2014: Registering Class*, vol. 50 (available online)

Pavan Kumar, Malreddy. 2011. "Postcolonialism: interdisciplinary or interdiscursive?," in *Third World Quarterly*, Vol. 32, No. 4, 2011, pp 653–672. (available online)

Week 6 (Feb 12) Class Analysis

Topic: Is a class analysis valid in the explanation of politics and society today? Bringing back class analysis.

Required readings:

Chilcote, Ronald. 1990. "Post-Marxism: The Retreat from Class in Latin America," in *Latin American Perspectives*, Issue 65, Vol. 17, Spring (available online).

Week 7 (Feb 18) Winter mid-term recess, NO CLASS

Week 8 (Feb 26) Recurrent Hegemonic crises

Topic: Recurrent hegemonic crises in the developing world and responses to them.

Required readings:

Boggs, Carl. 1976. "Ideological Hegemony and Class Struggle," and "Mass Consciousness and Revolution," (36-84), in his *Gramsci's Marxism* (on reserve)

Gramsci, Antonio. 1971. *Selections from the Prison Notebooks* (5-14; 170-185; 206-209; 238-239; 242-247; and 257-264), (on reserve)

Moreira, Esteve, "History and Politics," in his *Gramsci's Historicism. A Realist Interpretation*. (on reserve)

Burgos, Raul. 2002. "The Gramscian Intervention in the Theoretical and Political Production of the Latin American Left," in *Latin American Perspectives*, Issue 122, Vol. 29, No 1, January. (available online)

Week 9 (Mar 5) Military Intervention

Topic: Military intervention in politics: causes, types, performance, exiting, legacy

Required readings:

Stepan, Alfred, "The New Professionalism of Internal Warfare and Military Role Expansion," (23-38). (on reserve)

Stepan, Alfred. 2001. "Military Politics in Three Polity Arenas: Civil Society, Political Society, and the State," (100-108), in his *Arguing Comparative Politics*. (on reserve)

Pion-Berlin, David. 2010. "Informal Civil Military Relations in Latin America: Why Politicians and Soldiers Choose Unofficial Venues," in *Armed Forces & Society*, vol. 36; 526. (on reserve)

Week 10 (Mar 12) Democratic Transition

Topic: The democratic transition: causes, strengths, weaknesses, consolidation, viability

Required readings:

Carothers, Thomas. 2002. "The End of the Transition Paradigm," in *Journal of Democracy*, 13: 1. (available online)

Posner, Daniel & Daniel J. Young. 2007. "The Institutionalization of Political Power in Africa," in *Journal of Democracy*, volume 18, number 3, July. (Available online)

Valenzuela, Arturo. 2004. "Latin American Presidencies Interrupted," in *Journal of Democracy*, volume 15, number 4, October. (on reserve)

Wiarda, Howard. 2002. "Introduction: Democracy and Democratization: Product of the Western Tradition or a Universal Phenomenon?" in *Comparative Democracy and Democratization*. (on reserve)

Week 11 (Mar 19) Gender, Politics & Development

Topic: Gender, politics, and development: Making a Difference? Performance, democratization, legacy

Required readings:

Fernandes, Sujatha. 2007. "Barrio Women and Popular Politics in Chavez's Venezuela," in *Latin American Politics and Society*, vol. 49, 3, Fall, pp. 97-127 (available online)

Baldez, Lisa. 2007. "Primaries vs. Quotas: Gender and Candidate Nominations in Mexico, 2003," in *Latin American Politics and Society*, vol. 49, number 3, Fall, pp. 89-96. (available online)

Jones, Mark. 2009. "Gender Quotas, Electoral Laws, and the Election of Women: Evidence from the Latin American Vanguard," in *Comparative Political Studies*, 42: 56. (available online)

Wilson, Kalpana. 2011. "'Race', Gender and Neoliberalism: changing visual representations in development," in *Third World Quarterly*, Vol. 32, No. 2, 2011, pp 315–331. (available online)

Sutton, Barbara. 2007. "Poner el Cuerpo: Women's Embodiment and Political Resistance in Argentina," in *Latin American Politics and Society*, 49: 3, Fall, pp. 129-162. (available online)

Week 12 (Mar 26) Indigenous Peoples

Topic: Indigenous peoples and the struggle for political inclusion. Performance. Legacy

Required readings:

Spanakos, Anthony Peter. 2011. "Citizen Chavez: The State, Social Movements, and Publics," in *Latin American Perspectives*, 38:14-27. (available online)

Kenneth P. Jameson. 2011. "The Indigenous Movement in Ecuador: The Struggle for a Plurinational State," in *Latin American Perspectives*, 38: 63-73. (available online)

Webber, Jeffery R. 2007. "Indigenous Struggles in Latin America: The Perilous Invisibility of Capital and Class," in *Latin American Politics and Society*, volume 49, 3, Fall, pp. 191-205. (on reserve)

Pavan Kumar, Malreddy. 2011. "(An)other Way of Being Human: 'indigenous' alternative(s) to postcolonial humanism," in *Third World Quarterly*, Vol. 32, No. 9, 2011, pp 1557–1572. (available online)

Week 13 (Apr 2) Middle East

Topic: Politics, Religion, Development, and Democratization in the Middle East.

Required readings:

Burnell, Peter, "Democratisation in the Middle East and North Africa: perspectives from democracy support," in *Third World Quarterly*, Vol. 34, No. 5, 2013, pp 838–855. (available online)

Clarke, Killian. 2014. "Unexpected Brokers of Mobilization Contingency and Networks in the 2011 Egyptian Uprising," in *Comparative Politics*, July. (available online)

Mohsen Al Attar, "Counter-revolution by Ideology? Law and development's vision(s) for post-revolutionary Egypt," in *Third World Quarterly*, Vol. 33, No. 9, 2012, pp 1611–1629. (available online)

Hill, JNC. 2011. "Islamism and Democracy in the Modern Maghreb," in *Third World Quarterly*, Vol. 32, No. 6, 2011, pp 1089–1105. (available online).

Week 14 (Apr 9) End-of-term exam

Topic: End-of-term examination held during regular class time (2:30-5:20 pm)

Course Policies

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Submission of Assignments

Assignments should be delivered in hard copy on the due dates; at the same time an electronic copy of the assignment should be sent to gallegui@mcmaster.ca

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
69-0	F

Late Assignments

A full-grade mark will be deducted for late papers, up to a one week of delay, unless a legitimate reason is furnished by the student. Medical notes will be verified by the instructor for authenticity.

Absences, Missed Work, Illness

Only one absence will not count for the allocation of the participation mark. More than one absence will lead to a deduction for the participation mark. Failure to deliver on the class presentation will be penalized with a Zero grade for this assignment.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). See the [Turnitin.com Policy](#).

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable

notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Religious Accommodations

Students who require academic accommodation due to religious reasons, indigenous, and spiritual observances need to familiarize themselves with the University Policy on Academic Accommodation for Religious, Indigenous, and Spiritual Observances, and discuss it as well with the instructor.